DOCUMENT RESUME

ED 463 409 CE 082 854

AUTHOR	Greene, Deborah
TITLE	The Road to Self-Sufficiency: An Income Growth Strategy for Out of School Youth. A Toolkit for Front-Line Practitioners Developed by Front-Line Practitioners.
INSTITUTION	New York Association of Training and Employment Professionals, Albany.
SPONS AGENCY	New York Community Trust, NY.
PUB DATE	2001-09-00
NOTE	56p.; Facilitated by Kip Stottlemyer. Edited by Jan Hennessy and John Twomey.
AVAILABLE FROM	For full text: http://www.doleta.gov/youth_services/pdf/IncomeGrowthStrat.pdf.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Education; *Education Work Relationship; Employer Attitudes; Employer Employee Relationship; Employment Level; Employment Programs; Entry Workers; Federal Legislation; Federal Programs; Informal Education; Job Placement; Job Training; Occupational Mobility; On the Job Training; *Out of School Youth; Postsecondary Education; Program Design; *Program Implementation; Promotion (Occupational); Secondary Education; Staff Development; *Youth Employment; Youth Opportunities; *Youth Programs
IDENTIFIERS	Workforce Investment Act 1998

ABSTRACT

Intended for the front-line practitioner, this toolkit provides tips, options, and practical how-tos for designing and implementing quality, youth-focused, and business-focused services for out-of-school youth (OSY) who are currently in, or about to enter, the workforce. It outlines an "income growth strategy" (IGS) that addresses what services should be delivered and how, when, and where to deliver services. Section 1 discusses the need for highly skilled workers and balancing 'work first' and retention/advancement goals. Section 2 addresses what an IGS does and why it should be considered, including youth development as the central theme; incorporation of a broader perspective; and balancing needs and wants. Section 3 focuses on these considerations when designing an IGS: applying the key principles of income growth; four design principles for IGS; income goal versus job placement goal; accommodate working individuals; just-in-time service intervention; solving problems in context; and four frameworks for income growth and post-employment services. Section 4 describes eight ways to make an IGS happen. Section 5 discusses how the IGS complements the Workforce Investment Act of 1998. Section 6 addresses special considerations for the business customer. Section 7 describes how the toolkit was developed. Appendixes include a list of nine Web sites and eight annotations of reports and resources and a service matrix. (YLB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 463 409

THE ROAD TO SU... NCY

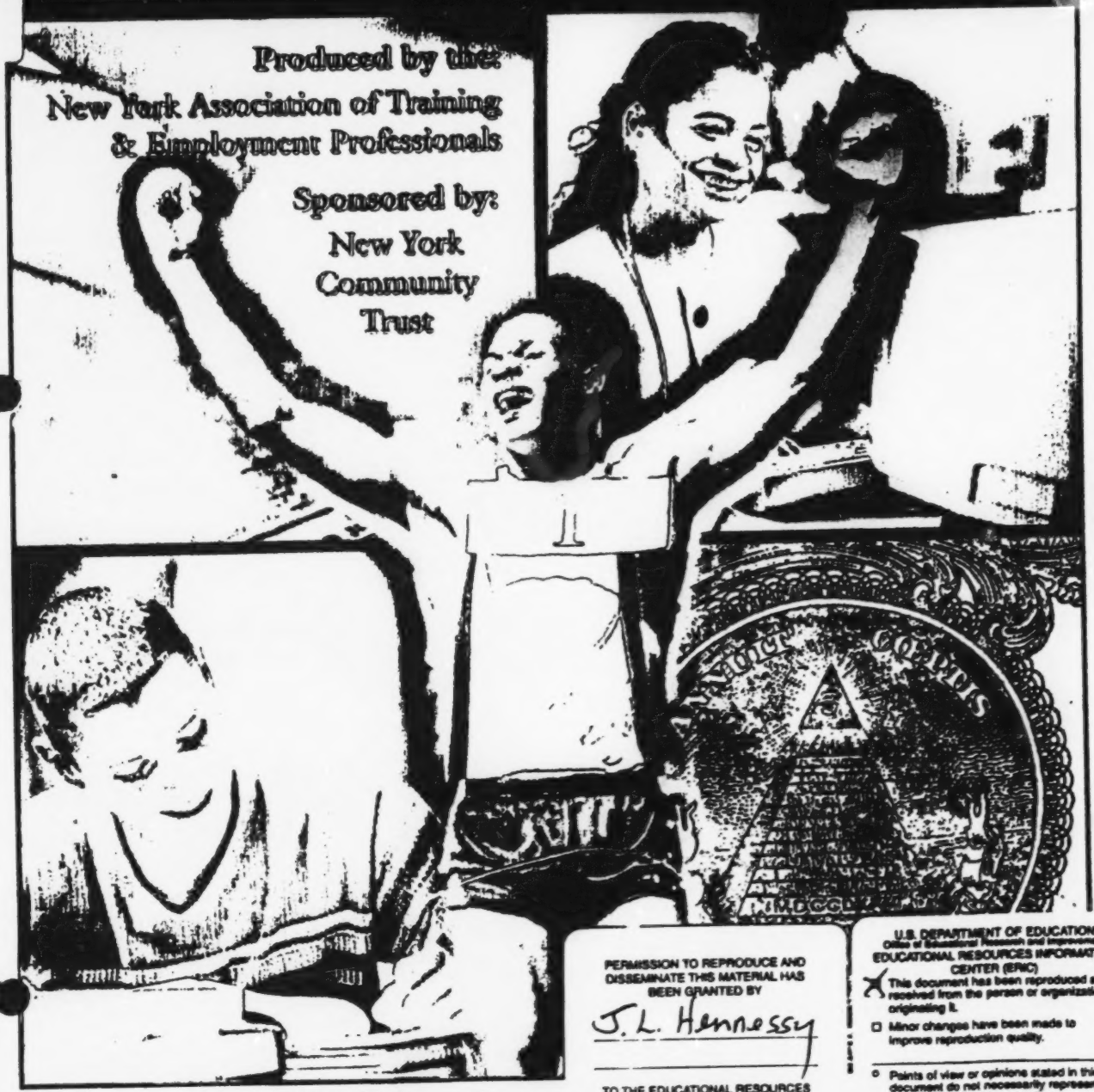
An Income Grow... Out of Schoo... Yo...

A toolkit for front line practitioners ...

Facilitated By: P...

Produced by the:
New York Association of Training & Employment Professionals

Sponsored by:
New York Community Trust



CE 082 854

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J. L. Hennessy

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

THE ROAD TO SELF-SUFFICIENCY

AN INCOME GROWTH STRATEGY For Out of School Youth

Produced by the:
New York Association of
Training & Employment Professionals

Sponsored By:
New York Community
Trust

A toolkit for front-line practitioners developed by front-line practitioners

Facilitated By: *Kip Stottlemyer*

September 2001

2A

TABLE OF CONTENTS

Acknowledgements.....3

The Imperative for Change.....4

Setting the Stage.....7

When Designing an Income Growth Strategy You Need to Consider.....11

So You've decided to Try an Income Growth Strategy..... 25

How the Income Growth Strategy Complements WIA..... 31

Some Special Considerations for the Business Customer..... 35

How the Toolkit Was Developed..... 38

Other Resources.....41

Appendix A – Work Team Members.....44

Appendix B – Service Matrix.....45

Appendix C – About NYATEP.....50

ACKNOWLEDGEMENTS

September 2001

The New York Association of Training and Employment Professionals (NYATEP) would like to thank the New York Community Trust for the grant that made this Toolkit possible. The New York Community Trust has a longstanding commitment to improving the delivery of workforce development services to youth in New York City.

Much of the seminal thinking that spurred the discussions leading to this Toolkit came from the work of Kip Stottlemyer. Mr. Stottlemyer has been working in cities and states across the country for the past several years, championing new approaches to the goal of helping youth become economically self-sufficient.

Finally and most importantly, NYATEP would like to thank the frontline youth workers and their agencies who participated in the process that developed this Toolkit.

The agencies because, in tremendously busy times, we asked them to release their best youth workers for 6 days over a 6 month period.

The youth workers enthusiastically rolled up their sleeves and worked to move from an idea to a practical technical assistance tool. The information in this toolkit is aligned with the realities young people face in New York's communities in this first decade of the twenty-first century.

The youth workers who participated on this project and developed this guide are: *Marlon Guerrero*, Alianza Dominicana; *Suzanne Blei* and *Miguel Almodovar*, FEGS; *Pablo Tejeda*, Grand Street Settlement; *Asim Bomani* and *Adjoa Gzifa* LaGuardia Community College; *Sister Mary Franciscus* and *Mary Ann Garafalo*, Opportunities for a Better Tomorrow; *Margaret Aylward*, Pius XII Youth and Family Services; *Marquita Dorsey*, Safe Space; *Fred LaForey*, Wildcat Service Corporation; and *Yaniyah Pearson*, Youth Build.

Their dedication, professionalism and empathy for the young people they work with everyday is inspiring.

In taking the animated discussions of the work sessions and turning them into a written product, we would like to thank Deborah Greene, who served as the Toolkit's writer. Jan Hennessy and I contributed material and edited the Toolkit. Any errors or lack of clarity are my responsibility, not the workteam's nor Kip Stottlemyer's.

Although this Toolkit is intended for use as part of a training session conducted for frontline youth workers in New York City, by their peers, we think that it also has merit as a standalone product. We wish you much success in your work, and hope that the strategies outlined in this document help you to continuously improve your service delivery.

- John Twomey, Executive Director, NYATEP

The Imperative for Change

The Problem...

Will we have enough skilled workers for the United States to stay competitive in an increasingly global workplace?

Every day in the United States, highly skilled workers become a more valuable commodity. One widely accepted definition of the skills required to be a knowledge worker in America today is: ability to do math and reading on the 9th grade level; ability to work with diverse groups; ability to communicate in writing and orally; ability to form hypotheses, test them out, and try again if it doesn't work; and basic word processing skills. Well-respected economist Lester Thurow has written that fifty percent of America's workers currently have the skills to be knowledge workers but eighty-five percent of all new jobs created require skilled knowledge workers.

A recent statistic on the future of the American workforce forecasts that in the next two decades, 78 million workers will be leaving the workforce while only 44 million young people will be entering the workforce.

If you are reading this report, you probably are a frontline youth worker or program administrator. If Thurow, and others predicting the future of America's workforce are right, the challenge is clear. Half of America's workers are in a race to the bottom for the fifteen percent of new jobs available to the unskilled.
If this trend is not reversed, it is grim news for the entire country. This skill and worker shortage is of major concern for businesses in every community, and it threatens the continued economic success of our country. Particularly at risk are the very bright but basic skills-deficient, high school dropouts that our programs work with every day.

This, however, does not have to be bad news for the youth your programs target. There is a fundamental reason to be encouraged. You could have a positive impact that contributes to your communities success by ensuring that every single Out-of-School youth becomes a highly skilled and productive worker.

The implications for our young people are clear. They are the emerging workforce and we cannot afford to leave a single one behind.

The Solution...

Entry into adulthood and the labor market is a milestone in every young person's life. You, yourself, may remember the excitement, optimism, and desire for success (and the trials, pitfalls, and unpleasant situations) experienced as you created your own economic independence. It may be even more challenging today for young people -- our future workforce and community leaders -- to

achieve the same success you were afforded. In our ever-changing economic climate, young people need more than just placement into a first job to achieve this successful transition to responsible adulthood. They may not have the skills, supports and resources to stay attached to or advance in the labor market. Therefore, programs serving young people must be equipped to help them look beyond their first day on the job.

As programs re-position around these emerging challenges and opportunities, we need to work together to ensure that **all** youth have a full range of options available to them so their transition is positive, smooth, and successful. We must provide the needed information, tools, structure and support for youth to not only transition to the first job, but also to stay attached to the labor market and grow the personal and professional skills they need for advancement. Every youth program must evolve to this next level to achieve the outcomes that will be so vital to our economy.

The most traditional approach to the design and delivery of workforce development services for out-of school youth is to fully equip young people with all the skills, education, developmental and training services needed, and then assist them in getting a job (the ***human resource investment strategy***). These strategies have usually been implemented in an economic climate where the country was suffering high unemployment. Employers became very selective in their hiring process, screening out individuals who lacked the skills for their first job and showed little promise for advancement. Under these conditions, programs were designed to provide the young person with the full range of skills needed to enter and advance in the labor market, all before they entered into the labor force. Today we realize that even after extensive education and training investments, the salary at placement is often not a wage allowing self-sufficiency.

More recently, there has been a shift toward a ***"work first"*** philosophy; interpreted by many as "get 'em a job, any job, they'll figure the rest out on their own in a survival mode." This approach gained acceptance at a time when unemployment was low. An abundance of jobs existed, where many employers were desperately in need of workers. They were willing, and sometimes forced, to hire individuals who not only lacked the skill sets required for the specific job, but also lacked the skills to advance within the business. In response to these circumstances, successful programs have adapted to meet the immediate needs of the business community and to address young people's motivation of wanting/needing money (i.e. getting a job).

"To balance the 'work first' and the 'retention' goals, we tell our job developers to maintain a work-first attitude, and our counselors to maintain a youth-first attitude."

Miguel Almodovar, Director Youth Opportunity Center, FEGS

Applying the "work first" strategy today begins with the premise that the jobs available to young people are often service sector jobs, which traditionally have a lower pay scale. As a result, as soon as the young person finds a job offering more money, he or she moves on. This causes a major headache for businesses: high training costs for new employees and low return on investment due to high turnover. And, as youth move from job to job, there is little real opportunity for them to build the skills that will enable them to truly advance in the labor market and their own careers.

With the economy now leveling off, employers are requiring more from every worker. With the skills needed for jobs changing constantly, we can take the best of these two workforce strategies to a new level: An **Income Growth Strategy.**

This approach can help your program by providing a framework to meet the economic challenges while enabling young people to succeed in the workplace. It does, however, change the way you need to do business. It requires that you be forward thinking. And it requires parents, businesses, youth programs, and the community-at-large to join together around a common charge to create and maintain learning-rich surroundings until young people achieve financial independence.

If assisting young people in this transition is your professional mission or personal passion, we invite you to join a growing network of dedicated professionals who have chosen a new path that calls on them to listen, learn and let go...

- ***Listen*** to your customers and continuously identify the requirements and expectations that must be met.
- ***Learn*** how to adapt to changing environments and requirements by using the most current problem solving and decision-making tools available to make continuous improvements.
- ***Let go*** of outdated, traditional methods and practices that once worked but no longer guarantees that all young people or businesses can remain competitive in an ever-changing world.

"Over the years, we've raised our expectations of the young people so they are better prepared for the corporate world. We like to think of it as 'discipline with a heart'." Sister Mary Franciscus, Executive Director, Opportunities For A Better Tomorrow

Setting the Stage

Who was this Toolkit written for?

If you are a **front-line practitioner** responsible for designing and/or implementing effective services for Out-of-School youth, you will want to read, absorb, and take action on this exciting programming strategy which combines wage *advancement*, teaching skills in a workplace context, and business development approaches. Because the income growth concept cannot succeed without a deliberate program design, your work and the good work of your program will have to intentionally change the way you work with young people.

Throughout this toolkit, you will find tips, options, and practical "how to's" for designing and implementing quality, youth-focused and business-focused services for Out-of-School youth who are currently in, or about to enter, the workforce.

The Income Growth Strategy outlined in this Toolkit not only focuses on developing job getting skills, but also positions programs to:

- Build work skills through labor market attachment.
- Create practical solutions to the real world problems encountered at work and in life.
- Tap into young people's natural motivations and desires to have tangible success;
- Assist young people to successfully transition into productive adulthood.

What does an Income Growth Strategy do?

An **Income Growth Strategy** for Out-of-School youth promotes wage progression through rapid attachment to the workforce, ongoing skills gains, and personal development for a young person's complete and successful passage into adulthood.

The Income Growth Strategy involves designing a planned sequence of service interventions, which targets the needs of both the youth **and** business customers at the same time. This program design begins with a young person entering the labor market, and then backs into educational, training and developmental activities, rather than the old approach of fixing the youth's problems by helping them get a job. As a strategic framework, this approach builds upon a program design generally referred to as "post-employment": transition, retention, advancement and/or rapid re-employment services.

While not revolutionary in and of itself, this skills-development-through-labor-force-attachment approach has not been widely implemented in workforce preparation circles because it breaks away from traditional training program models often driven by funding and legislative requirements. It is different

because it integrates research findings on successful program elements from across many service sectors including youth development, education, and youth employment and training. It also takes today's economic conditions intc account and incorporates business community practices for developing a skilled workforce.

In essence, an **Income Growth Strategy** takes many best practices and rolls them into a singular, strategic approach for service delivery. It addresses:

- ***What services we should be delivering*** to prepare youth for the workforce and develop the economic success of our business community;
- ***How to deliver services*** to meet the *needs* and *wants* of our customers;
- ***When to deliver services*** to have maximum impact on lifetime skills building; and
- ***Where to deliver services*** to ensure the workforce development is positioned as customer-responsive and business-driven.

Why should you consider an Income Growth Strategy?

Some organizations already deliver services from a post-employment perspective (indeed, many of them participated in the development of this toolkit), and many others have program elements and design features that are similar to those proposed here. The difference is not in ***what*** is being delivered by these programs as much as ***how*** it is being delivered. While the content and activities of the Income Growth Strategy may be similar to traditional programs, the approach differs in the way they are designed, implemented, connected and evaluated.

When considering an Income Growth Strategy, there are three overriding considerations:

1. Youth development should be the central theme in all programmatic activities.
2. The program design must incorporate a broad range of skills to be acquired.
3. Service delivery has to balance the *needs* and the *wants* of both the individual and business customers.

1. Youth Development as the Central Theme

The Income Growth Strategy completely encourages the organization to think "out of the box" in terms of youth development. For some, it may also validate the work you are already doing. Research on promising practices supports that a single program intervention applied in a vacuum is rarely successful. Many interventions must be linked to create a full range of services and supports to have the desired impact. Rather than focus exclusively on job-related activities, the youth income growth approach applies the principles and practices known to be critical to the success of any youth development intervention, such as:

- Engaging the youth for the long term.
- Empowering the youth to identify his or her own career goals, to develop a plan to achieve those goals, and to take ownership for the results.
- Designing programs with a mix of employment, education and supportive services appropriate to the youth's age and stage of development.
- Acknowledging and addressing motivation, and improving self-esteem. Once young people believe in themselves, half the battle is won.

2. Incorporation of a Broader Perspective

Often program administrators think of program design and delivery in silos. In response to funding requirements, they design programs to operate independently and strive to meet narrowly defined goals. Frontline youth workers must work within these program designs. Different activities are designed independently of others to meet performance measures. In contrast, an income growth framework pulls all the pieces together to assist youth practitioners, who understand the full range of services needed for youth to be successful. It explains why it is critically important to partner in the creation of customer-centered activities; and how an integrated service continuum can contribute to the success of individual programs as well as developing the young person's skills.

To make this strategy work, it requires a shift in the mindsets of all involved in the delivery continuum. Youth practitioners must move beyond the short-term focus of individual job duties and begin to look not only to the first steps, but also the longer-term steps needed for on-going support of services. For example:

- The **employment counselor or case manager** mindset shifts from a "job goal" to progressive income goals achieved through advancement in the labor market.
- The **job developer** mindset shifts from merely searching for job openings to understanding typical career paths that new hires experience either inside the current employer's company, or in the larger job market.
- The **program administrator** mindset shifts from individual program activities and staff assigned to specific tasks, to integrated services that are team-based approaches supported by operational policies, which remove barriers to partnership activities.
- The **evaluator** mindset shifts from measuring success as the total number of job placements to qualitative measures of on-going skill development that lead to long-term earning potential.
- The **business leader** and **public official** mindsets shift from marginal support for youth programs because it is "the right thing to do", to a fuller commitment to youth programs as an investment in economic growth.

3. Balancing Needs and Wants

Historically, many programs have rigidly implemented an inflexible program design. Too often, adult staff have forgotten how young people view their world. As a result in all too many cases, programs have tended to push a young person into a service plan that fulfills what the program staff, in their professional opinion, think the individual needs, without adequate consideration of what that individual actually wants. Moreover, business needs have been viewed in isolation from youth needs.

> ***Example***: All businesses want the best workers, but some need to fill a position in order to keep their doors open. Young people are very often motivated by a job that puts money in their pockets immediately – [even though they may need a GED or alcohol abuse counseling]. The Income Growth approach begins to strike a balance between the wants and needs of business and the young person. The young person gets a job, receives post-hire support and skill enhancement. The business gets services of a skilled intermediary as well as help in retaining an increasingly better skilled worker.

When Designing An Income Growth Strategy You Need To Consider:

If funders and providers are interested in moving beyond the rhetoric of being "customer-focused", then all aspects of the organization must be designed around the customer. When customers are truly the priority, youth and business needs/wants drive program services and delivery methods. The income growth approach provides a simple, customer-driven framework within which organizations can reconcile competing demands for time, resources, accountability, etc. Customers are an essential part of the planning process. Internal staffing functions and external partnerships support customer outcomes. Resources are allocated accordingly, and performance accountability systems are developed to accurately reflect program and customer successes.

A Youth Income Growth Strategy is a way to promote wage progression through rapid attachment to the workforce, skills gains and personal development for a young person's complete and successful transition to adulthood. In its implementation, it is a planned series of customer-specific interventions focusing on key principles of workforce development success – rapid work attachment, contextual skills development, real-world career pathing, holistic personal development and wage progression. It addresses the youth's ability to stay or grow in the job by incorporating strategies to develop new skills and providing ongoing support until income goals are reached.

"Just recently we had 20 students who came back and told us how they were doing and how much they were looking forward to moving on to other things. Continued advancement: we're always trying to keep that in their heads."

Marlon Guerrero, Director, Center for Employment and Training
Alianza Dominicana

APPLYING THE KEY PRINCIPLES OF INCOME GROWTH

Rapid Work Attachment: Program entry begins with service intervention that addresses the youth's initial motivation (money), it shortens the "pre-employment" timeframe and helps him or her to enter the labor market right away.

Contextual Skills Development: Life and work-related issues are solved within the context of the actual event, at (or just before) the time when the event has meaning to the young person. Program activities are sequenced so the young person gains the needed skills in order to advance to the next job level.

Real-World Career Pathing: Options for career and income advancement include: job upgrades with a business; lateral movement to similar job with another business; or transition to a new career field. Connections are made based on skill growth, personal satisfaction, and natural movement of workers in the area.

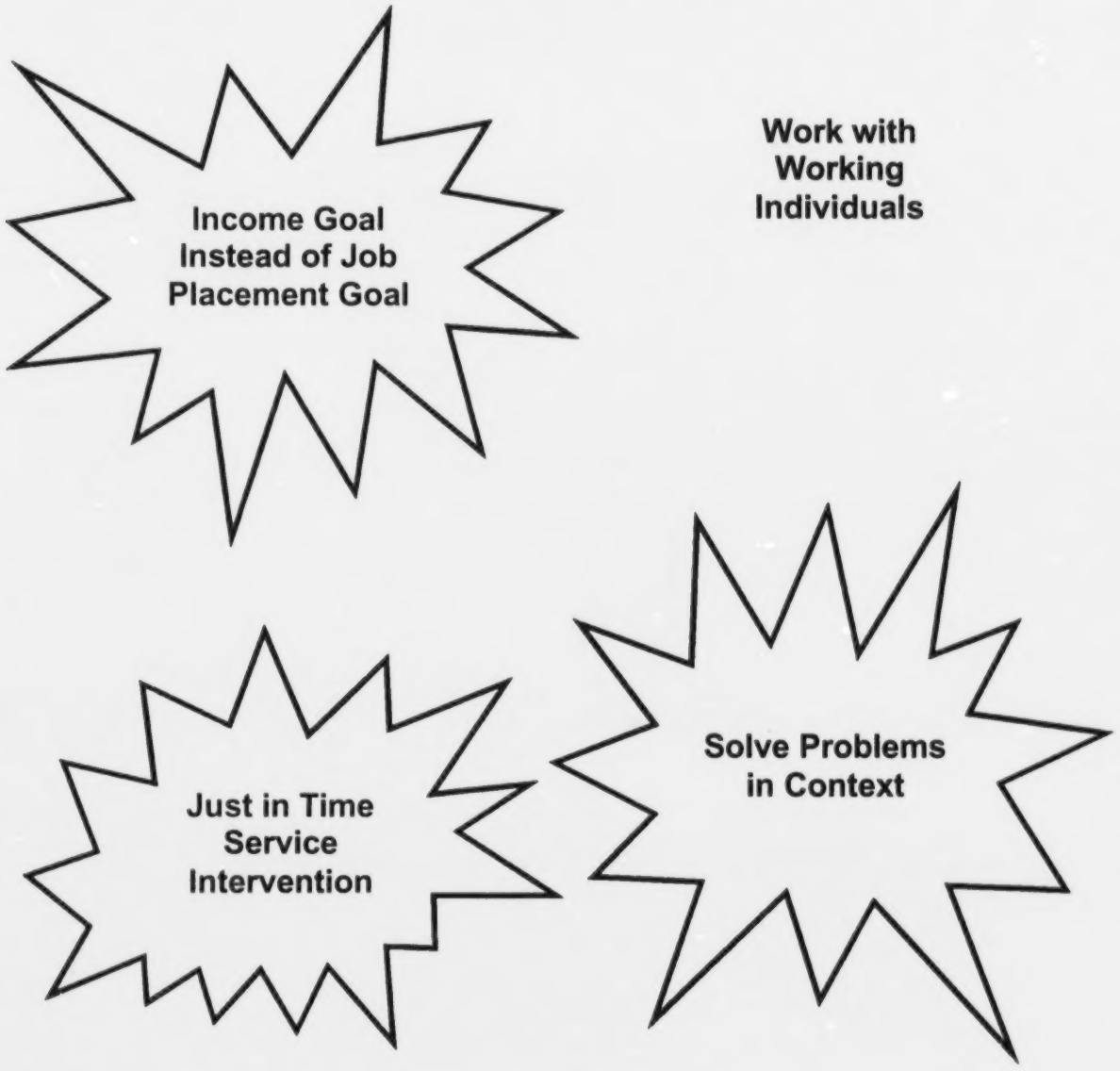
Holistic Personal Development: Personal skills, as well as work-related skills, are integrated into the young person's developmental plan. Age and stage appropriate activities are used to reinforce learning. For example: the young person may need guidance and assistance to rent his/her own apartment; to open a checking account to manage his/her money and pay bills; or in learning to manage personal issues so they don't negatively interfere with work activities.

Wage Progression: Workers do not just spring into high wage (self-sufficient) jobs, they must work their way up the wage ladder, gaining both experience and work history in order to realize incremental increases in wages. This happens through periodic wage increases in a particular job over time, earning a promotion at the current place of employment, or transferring skills learned on one job to another place of business that offers higher wages.

Key Concept: In both the human resource investment and work-first strategies, the main emphasis is on "pre-employment" services, with limited or no "post-employment" supports and interventions. The program's responsibility largely ends once a young person becomes employed. By contrast, a program using the Income Growth Strategy is just getting into the heart of its work when the young person becomes employed and builds momentum through the various stages of workforce experience.

"To keep the association with the young person after they leave my school-based program, I say, "Here's my business card. Pretend it's $1,000 so you don't lose it!" Margaret Alyward, Coordinator - Out-of-School Youth Program, Pius XII Youth and Family Services

Four Design Principles For Income Growth Strategy...


Income Goal Instead of Job Placement Goal
Work with Working Individuals
Just in Time Service Intervention
Solve Problems in Context

Income Goal versus Job Placement Goal

The goal of a program using the income growth approach relates to planned increases in income over time. This is in contrast to the goal of a program that is only concerned with placing the participant in a job. Some examples to clarify the differences are:

- Traditionally, staff work is completed when the youth gets a job. They say good luck, congratulate themselves for reaching their outcomes, and move on. Under the Income Growth goal, getting a job is just the beginning. It triggers a series of services, e.g., career pathing, job retention activities with both youth and business customers, educational enhancement designed to help the youth keep the job and advance in the job market

- Traditionally, the goal was to meet immediate satisfaction (the "Wants"): desire for economic independence, money. With the Income Growth Strategy, the goal is to achieve immediate satisfaction, **plus** the continued acquisition of necessary skills (the "Needs") to keep the job and move up the ladder (education, learning other jobs within the company, etc. or survive job loss and re-employment).

- Traditionally, contact with the employer ends at placement or soon thereafter, till the next time. Under the Income Growth Strategy, a *business services strategy* represents program activities as value-added products for the employer, e.g., a comprehensive set of business services packaged as an "employee assistance program" focusing on retention and advancement; the establishment of an on-site mentoring program to grow new employee skills; consultation on salary increases to meet current labor market trends; and/ or developing long-term training plans for the new worker that shows career growth opportunities with that specific employer.

Suggested How To's: Create pre-determined criteria for an employer to implement incremental increases in salary, instead of their traditional approach. As an example, many employers give a twenty five cents an hour raise after three months on the job. Often a young person will get discouraged at this pace and quit before the three-month period. An alternative that may boost the young person's motivation while also helping the employer's retention would be an incremental approach. The employer could conduct evaluation/review after one month, if satisfactory, offer a first incremental raise of ten cents an hour. After the second month another five cents an hour. After the third month ten cents an hour more.

Don't get discouraged if it doesn't work the first time

Work with Working Individuals

The income growth approach recognizes that program participants are in the workforce. It takes into account the implications of being an employed individual (e.g., having very limited discretionary time), and fits the services around a working person's schedule, needs, interests, resources, etc. Young people entering the workforce encounter all the same challenges of any other first-time worker. Suggested strategies include:

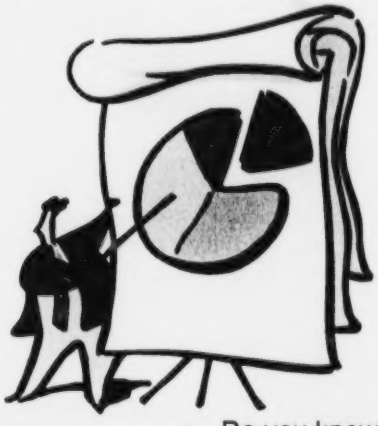
1. Hold workshops/seminars that are conducted outside of regular working hours.
2. Deliver soft skills training in the context of the work the participant is currently doing.
3. Provide on-site child-care so young parents can attend your workshops, etc. without having additional cost or time demands.
4. Hold on-site workshops at the place of business, such as: surviving your first employee performance evaluation; strategies to work well with all types of bosses; helping your supervisor know how you best learn new skills.
5. Unbundle training activities, for example: if a workshop is typically one day in length, instead hold a number of one hour sessions spread over several evenings.
6. Develop courses that can be accessed on the internet.
7. Intergenerational mentoring: where younger workers are linked with more veteran workers who can "show them the ropes", and concentrate on the discrete skills that are learned only by having experience in the job.

Example: While a participant is waiting for scores from recently administered GED exam, enter them into a college program – so they continually are actively engaged and starting the next step! Build on the incremental successes. Do not lose their motivation. Close the deal when motivation is at its peak!

Hint: include mentoring and monthly follow-up including site visits to assess the new employee for on, or off, the job problems.

Just In Time Service Intervention

If you think about it, many of the experiences of a young person entering and growing in the workforce are predictable. The income growth approach collects and uses data about what typically happens, strategically plans for predictable events and circumstances, and times the response for the moment when it will have the most value. For example:



- Do you know what percent of participants quit within first week of getting the job? Why do they quit in that time period? What could you do to minimize these job losses? What intervention? When? How would you do it?
- Do you know what percentage of your placed participants get in the "comfort zone" after a month and then engage in behavior that costs them their job? What, and when, could you do something to counteract this?
- Do you know what percent of young people you help get a job only looked for work to save the money to get a skateboard, concert tickets etc. and then "take a break" from the labor force once they've earned the money they needed?

We also know that differences in learning styles (e.g., visual vs. auditory) can significantly impact the ability to do good work. To do the best job helping young people navigate through the process of keeping a job and growing in a career, you need to anticipate what they will be experiencing every step of the way, and help them prepare for it. This involves knowing the natural sequence of steps, predicting the problems the individual is likely to face at each step, understanding what it will take to get through it, and designing the appropriate intervention accordingly.

"It's important to address an issue as it arises, right then and there, break it down, analyze the problem". Marlon Guerrero, Director, Center for Employment and Training, Alianza Dominicana

Even the best designed product or service will diminish in value or go to waste entirely if not delivered at the moment it is most needed. In the business world, the buyer/supplier relationship is developed based on a just-in-time delivery strategy where trends are analyzed, production is scheduled, and the supplier

delivers raw materials just in time to continue production. As the environment or demand for certain products change, this drives lowering or increasing raw natural needs. The buyer never wants too much, too little, nor wants it too early or too late. Likewise in a workforce services environment, an intervention delivered "just-in-time" will have maximum impact because it is most relevant to the young person's circumstances. Delivered too soon, it has no practical application for the individual; delivered too late, the damage may already be done and remediation will be required.

Service Intervention Tip

Tip: Work with the young person and the business to outline what may happen during the first year of employment: potential issues, requirements expectations. Identify the natural sequence of events, problems the young person will encounter, or accomplishments to celebrate with them. With thi outline in mind, tie your actions to coincide with an upcoming event Examples:

- The plan you developed when you placed the entry level worker at the XYZ Company includes the steps needed now to get a GED in si months so he/she is ready to move up the career ladder to crew leader.
- At the point where the young person is feeling so comfortable at work as to start blurring the lines between appropriate and inappropriate behavior, you hold a session on, "Now That You're Feeling More Settled In" designed to offer guidelines and reinforce expectations fo succeeding in the work environment.
- In January or February, you deliver a "How To Prepare Your Income Taxes" session (including how to file on the internet to get your money more quickly).
- In preparation for the young person's three-month performance evaluation, you hold a session on "Surviving Your First Performance Evaluation: Turning Criticism Into An Action Plan", demonstrating how to negotiate with an employer on ways to improve, rather than feeling criticized and walking out.

Key Concept: Program participants should know they can always come back to you and get your help and support. Think about how you will communicate this. How will you reinforce it? How will you develop your follow-up strategy?

Solve Problems in Context

Make your intervention tangible and relevant to the young person's real-life situation. Be aware of what is going on with the job seeker and the business customer, and use that awareness to design and deliver your services. Provide solutions that have a real world application in their day-to-day lives and in actual situations that arise on the job. There are many practical ways to integrate contextual problem solving into your program design. For example, money management becomes an on-going series of point- in- time lessons: how to spend your first paycheck; opening a checking account so you can have direct deposit of your paychecks; increasing your weekly income by having the proper tax withholdings; and filing your income taxes early to ensure a quicker refund turn-around time. The goal is to provide the service intervention when appropriate, and as it applies to the young person's "readiness" for the next step.

Promising Practice: Maximize opportunities to contextualize your services, the right service at the most appropriate time.

Examples:

A course on money management isn't relevant to a young person who has no money. Wait until the first paycheck comes in and the young person is trying to figure out how to afford carfare and lunch money for the week ahead.

You might not get real attention from a jobseeker about solving a transportation problem until he or she actually has a job, and recognizes the negative impact of being chronically late for work.

If you're not yet working, maybe learning about how to file your income taxes isn't as relevant as it would be January 31st, if you were due a big refund.

FROM "PRINCIPLE" TO PRACTICAL APPLICATION

WHAT DO YOU THINK? FILL IN YOUR IDEAS HERE

Design Principles	**Traditional Methodology**	**Income Growth Strategy**
Income Goal versus Job Placement Goal		
Work With Working Individuals		
Just In Time Service Intervention		
Solve Problems In Context		

Four Frameworks for Income Growth and Post-Employment Services...

In its implementation, an income growth approach involves rearranging when services are provided, moving them to what is commonly referred to as "post-employment". One way to organize your post-employment efforts is to think about the needed service interventions in four services arenas:

Transition Services

Retention Services

Advancement Services

Re-employment Services

These four phases of services have application for both the jobseeker and business customers – who gets the services, what the services are, and how it is delivered. The following suggested strategies provide a sampling of how to apply these service strategies to both the jobseekers and business customers.

Transition Services: Goals of transition services are to address the developmental needs of the young person each step along the way to success. These services are essentially getting ready to work and coping with change strategies. Transition activities support movement from one point to another, every time a new layer of engagement takes place. This is not a linear process. Transition is happening all the time, e.g., moving from unemployment to employment; living with parents to living independently; getting additional training and balancing it with work; moving from one job to another, etc. At each stage of movement, the young person may need to re-address specific issues in which they have become comfortable in an earlier given situation.

JOBSEEKER SERVICES	BUSINESS SERVICES
▪ Before placement: provide best-fit (what they like, want to do) ▪ End of program activities, e.g., celebration to acknowledge success; exit interview with participant to ascertain other needs, support, work readiness (e.g., transportation, child care, housing) ▪ Prior to transition, set up mentoring relationship ▪ Develop education components and support services by your agency or through referrals once the job starts ▪ Develop job placement with one year timeline/ follow-up/benchmarks ▪ 1st day follow-through with youth and employer - to go over job responsibilities, duties, and learn expectations, understand company policies/ procedures and chain of command ▪ Transportation fund until first paycheck ▪ Training in time & financial management skills ▪ Learn problem solving skills for common transition issues that tend to happen early in job tenure ▪ Transition/retention kit – a laminated wallet card: "If this situation comes up, call us immediately."	▪ Come in and describe what type of worker is available. ▪ Business can conduct open house, on-site orientation; i.e., your program can provide business-specific training at the work-site on the program site. ▪ Pre-screen candidates to reduce the risk of the most common employee/ employer problems at the specific business ▪ Set up incremental wage growth and employee skill attainment strategy based on employer needs ▪ Provide the employer with support services kit

Retention Services: The goal of retention services is to focus specifically on keeping the job and staying employed. This service approach provides tips, tools and strategies on how to successfully manage issues at the workplace, provides an understanding of work culture, and how to best balance work and personal issues. At the same time, this approach will target business: tips on how to best train new employees for success; labor market research on how to attract and retain employees longer; and methods for motivating new employees.

JOBSEEKER SERVICES	BUSINESS SERVICES
▪ Follow ups with employee: weekly/ monthly/quarterly/yearly – whatever it takes; phone/site/email/mail, reunions ▪ Use special events as recruitment tool to bring young people back so you can continue to work with program participants ▪ Develop recognition and celebration connected to evaluation of their continued success ▪ Tips on how to survive performance evaluations to make them learning situations, not just a point in time reviewing how you are doing. ▪ Connect what they're doing on the job with increases in pay ▪ Emergency situations - contingency plans with options/alternatives that both understand ▪ Ongoing education and training at the business and your program site ▪ Mentoring component: gaining/building credibility with employer ▪ Make sure participant knows how to tap into company benefits (health, pension plan, etc.) - understand them and how they will benefit them over the long haul ▪ Review with participants the key factors for success in keeping the job ▪ Provide each new employee with the employer's cost of their fringe benefits	▪ Follow-ups with business/employer: weekly/monthly/ quarterly/yearly ▪ A business will have higher retention if you help them to accurately describe the job ▪ So you don't have to fire and hire - we have an employee retention service in place so "call us before it becomes a crisis strategy ▪ Help them outline the 1st 3 month training plan ▪ Ask: "Are there periodic points in time when there are incremental raises just for being there - if so," instead of $.25/ hour after 3 months, how about $.10 after one month, another $.05 after the second month, and another $.10 after the third month. ▪ Employee recognition/ appreciation activities

Advancement Services: The goal of advancement services is to show how to progress in the workplace through performance, skill development, and attainment of educational milestones. The work world is not a static market. All employees must continue to learn and grow skills to position for the future openings and changes brought about by technology. Advancement activities include coordination of training activities that support the workplace, designing career path opportunities, and identifying next step jobs and skills needed to obtain those jobs.

JOBSEEKER SERVICES	BUSINESS SERVICES
▪ Review performance plan/yearly plan, share and document accomplishments ▪ Teach youth to meet upgrade standards - career ladders for all ▪ Keep available support systems parallel with upgrade standards (e.g., technology - have a computer lab!) ▪ Understand seniority plans ▪ Provide training and education opportunities to improve skills ▪ Circulate job notices to alumni and prospective program participants ▪ Understand person's market value today and how new skills would enhance it ▪ Develop skills and provide activities that promote: resourcefulness, teambuilding, networking ▪ Develop/promote career resource centers ▪ Develop alumni groups and support groups ▪ Identify and tap into scholarships/ internships/ fellowships/volunteer opportunities ▪ Promote free training (internal & external)	▪ Customer satisfaction survey to employers to determine if we are doing a good job in training our young people, and identify what we can improve to serve business better. ▪ What additional training can we provide to move our young people ahead in their career paths? ▪ Provide business resource information. ▪ Develop industry-specific forums for employers

Promising Practices:

Reimburse the employers for training that results in an upgrade for the participant. Second job OJT. Upgrade OJT is perfect for job growth; it's not just a job entry strategy.

Tips:

- Build a relationship not only with the company's Human Resource department (HR) but also with the front-line supervisors. Although HR may manage the paperwork end of promotions, the front-line supervisor more often understands the skill requirements of the new position, and makes recommendations for promotions.
- Continue to build public/private partnership to expand your pool of financial and training resources. Businesses already invest in training, retraining and upgrading of worker skills. Many businesses have some sort of staff training, and others sponsor worker training or will reimburse for community college. By positioning both public and private sector resources, the solutions can be customized to each business to show a greater return on investment.

Reemployment Services: The goal of re-employment services is to get the young person back to work as quickly as possible if, for some reason, he/she loses their job. The real outcome is to achieve independence through work for a lifetime of success. These services are "jump start" services that pick up where the young person had the problem (got fired, quit in a huff, or lost the job due to a lay-off). Reemployment services provide interventions, which assist the young person in overcoming the specific issue, then re-attaching them quickly to the labor market.

JOBSEEKER SERVICES	BUSINESS SERVICES
▪ What happened? How can we solve that problem so you don't lose your job again? ▪ Mediation services that include going with the new worker to the employer ▪ Ongoing career exploration, problem-solving workshops, time management, job clubs	▪ What happened? How can we make sure that it won't happen again? ▪ Human resource approach to re-employment: program can be pre-positioned to offer conflict resolution

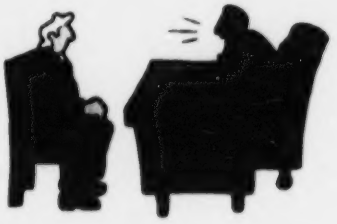
Core Principle: Better to teach someone to fish than to give him or her fish. If someone loses their job you want them out looking not just relying on you to get every job for them. Because many believe that a person will have to change careers, not just jobs, five to seven times over their work lives, it's important that every program participant learn job-getting and job-keeping skills.

So, you've decided to try an income growth strategy...

Eight ways that you can make it happen:

1. Tap into the young person's existing motivation to earn money and/or get a job.

2. Develop an ongoing, long-term relationship with the young person and the employer.



3. Make business your customer, too.

4. Proactively reach out to youth and employers to solve potential problems.

5. Develop new service delivery strategies beyond one-on-one interventions.

6. Create staffing patterns and staff development strategies to support income growth.

7. Include family intervention strategies.

8. Include community collaboration and partnership strategies.

1. ***Tap into the young person's existing motivation to earn money and/or get a job.*** This is the young person's bottom line. It is what gets him or her into a job and keeps them there. It provides your "hook" for further learning and skill development. It is the critical stepping-stone for advancement. Throughout the service experience, the young person must see a tangible, direct connection with his or her bottom line. Translated into real-life application: Provide every young person with an immediate, relevant work-related activity that also gives a financial reward.

   - Up-front time is spent responding to the initial motivation: placing them in a job is a method of engagement that is coupled with or followed by more assessment and training, as well as working on jobs #2 and #3 from the start.
   - Job placement is part of the individual service strategy. Placement is the first step toward long-term career goals.
   - Job placement quotas are not the goal. Gaining new skills for income growth is.
   - Job is the 1st step toward the longer term goal, method of engagement.
   - Job developer gets them first job and starts working on jobs #2 and #3.
   - Marketing approach: if you are looking for a job, come see us immediately!

   "The challenge is building a relationship with them so they'll come back and celebrate their success with you. Some of them come back and say, 'You should have been tougher!'" Mary Ann Garafalo, Case Manager/Counselor, Opportunities For A Better Tomorrow

2. ***Develop an ongoing, long-term relationship with the young person and the employer.*** To be successful over the long term, the customer and the service delivery system must stay connected with each other. Both the job seeker and business customer need to see that your products and services have value now and in the future. Commit to engaging both the jobseeker and business, understanding their needs, and interacting with them on an ongoing basis. Establish connections between the business customer, at least one staff person, the young person, and at least one caring adult. Recognize periodic, tangible accomplishments to secure the customer's trust and confidence. Celebrate achievement (e.g., raises, perfect attendance).

   - Master plan that connects the dots showing multiple intermediate steps that lead to long-term goals.
   - Program has comprehensive relationship with youth starting at intake; makes sure at least one person engages with the youth whether it's the job developer or the intake worker.
   - Array of services marketed as "products worth sticking around for", even after getting the job.

- Assign people who like kids and who look like the type kids want to associate with.

Hint: In developing long-term relationships, you must show *"tangibility"* in the service delivery as well as reinforce that the youth and business customer have received value-added services. You should not just provide a service without establishing meaning or relevance. In establishing these relationships you must let the other party know you are assisting them as a strategy for keeping them coming back for more. One simple way to do this is by identifying a problem and your service solution, then reinforcing that you have delivered on your promise. In other words: tell them what you are going to do, tell them you are doing it, and tell them you did it!

3. ***Make business your customer, too.*** Businesses are not just a vehicle for job placement and advancement, but also the ultimate marketplace for your products and services. You need to interact with them as customers. Understand their current and future needs, speak their language, and work with them to solve their workforce problems. That's the value added.

Here's the test: If businesses are really your customers, you and your staff are spending a significant portion of your time with them and devoting a significant portion of your energies to their needs.

- Business is viewed as advisor, funder, hirer, trainer and economic developer
- Program also knows the growth jobs and the natural career paths for someone in this job
- All members of the organization are business developers: always meeting people, networking; 40%-50% of the organization's time is spent with business customers.
- Follow-up occurs with the individual and the business

Remember...

More than 44 million potential new workers will enter the workforce in the next twenty years! Businesses need you to help create solutions for them – they are a vital customer group for your services. These businesses' needs create an opportunity for you to get their attention and interest to an Income Growth approach.

4. ***Proactively reach out to youth and employers to solve potential problems.*** When a work-related problem arises, often it will not occur to either the young person, or the employer, to request assistance. They may not perceive it as a problem, be able to talk about their needs, or envision the most productive solution. You need to be an active presence for both the young person and the employer: checking in regularly, identifying potential problems, framing your services in a way that has tangible, practical meaning for them and making it easy and valuable for them to communicate with you. This program element revolves around active engagement, open communication and customized marketing.

   - We must begin to outreach and market specifically to customers that we want to assist.
   - The message is no longer just one of job getting, but also job keeping.
   - Our product line becomes broader and inclusive of the business customer.
   - We become a partner in service delivery with the young person and the business.
   - Our services become more specific and developed around what customers most want and need.
   - We have a specific menu of services that spellout the benefits of what we do and how we do it.
   - We get out of our offices more and take services to where the customers are, instead of waiting for them to come to us.

Tip: To have value to the new employee, as well as the business, it's not jus doing it, but: telling them you're going to do it; tell them when you're doing it and why; tell them that they "got it"; and giving them a chance to reflect on it. Clearly articulating the value at the beginning enforces a lasting impact.

5. ***Develop new service delivery strategies beyond traditional one-on-one interventions***. You can address individual needs, and maximize your resources, by being creative and customer-driven in your service design. In keeping with "just in-time" delivery and solving problems in context, your design could incorporate a variety of applications, formats and locations to make services timely, flexible and responsive. You can offer services in group settings (e.g., workshops, classes), or on a self-service basis utilizing resource libraries and technology (e.g., Internet, e-mail, and telephone), and the customer should be able to access them at the worksite, from home, in the community, or at your program premises.

   - Group settings, resource rooms or through the Internet, in a multitude of locations
   - Specialized services, unbundled or packaged around the context of work
   - Services scheduled just-in-time to have maximum impact for the customer, on demand (i.e., at the request of the jobseeker, business customer or program staff)

6. ***Create staffing patterns and staff development strategies to support income growth***. The work environment in your organization must support an income growth framework. Every element of this framework demands different skills, attitudes and job descriptions than traditional service models. While staff may still specialize in one area or another, they probably will share many more responsibilities and be held accountable in different ways than in a traditional service framework. Staff need to be organized and enabled to deliver services in this new environment.

   - Integrated staff responsibilities (everyone connects with the jobseeker and business customer in meaningful ways, blurring traditional distinctions among job titles and reporting relationships)
   - Training and staff development activities that introduce and constantly reinforce what it means to be customer-driven and function in an integrated work environment (e.g., building relationships, viewing business as your customer, sharing responsibilities, teamwork, etc.)
   - Staff accountability for all-around performance, growth beyond job placement, relationships with customers, customer satisfaction.

7. ***Include family intervention strategies.*** Assisting an individual also means assisting his/her family, and/or support system. If the young person is still at home with their family, living with a significant other, or reliant on friends for support, these outside influences have a major impact on the young person's success, motivation, and the type of service interventions most likely to be successful. We must continue to include these important people in the young person's life in our services mix.

   - Workers are familiar with the young person's family environment and its impact on his or her progress in the workforce
   - Individual service strategy takes family impact into account
   - Services are made available to the family directly or through referrals

8. ***Include community collaboration and partnership strategies.*** Because of the diversity of needs and the range of service solutions, no one program or organization can be expected to implement a comprehensive income growth strategy single-handedly. You will need to build and strengthen relationships with other providers who serve young people and their families; collaborating on joint service plans, developing referral networks, sharing information and resources. It truly does take a village....

   - Program excels at its own specialties and knows where and how to link customers seamlessly with other needed services (Strategic Alliances)
   - Referrals are an integral part of the service design; established relationships and protocols make the experience effortless for the customer
   - Collaboration, joint initiatives, referral networks among multiple partners (public and private sectors, community organizations) are ongoing functions of the organization.

How the Income Growth Strategy Complements the Workforce Investment Act

The Income Growth Strategy is a concept much bigger than the federal Workforce Investment Act (WIA). The core features of the strategy are fundamental to quality programming and will remain constant as legislation comes and goes. You should embrace an income growth approach because it integrates youth development with workforce development. It will result in positive outcomes for customers and it will maximize return on the investment of public dollars. As with most quality programming, the positive outcomes achieved with an income growth approach will also fulfill accountability requirements; in this case, WIA performance expectations.

WIA Indicators Of Youth Performance

There are two sets of performance indicators for youth served under the Workforce Investment Act: measures for younger youth – aged 14 through 18; and other measures for older youth – ages 19 through 21. In implementing an income growth strategy for Out-of-School youth, you may be serving a wide range of young people, aged 16 – 21. While the strategy developed by the work team is particularly targeted to the older youth group, we believe it will actually help you with both sets of youth performance measures.

Performance Indicators for 14 through 18-year-old Youth:

1. Attainment of basic skills and, as appropriate, work readiness or occupational skills
2. Attainment of secondary school diplomas, GED, and their recognized equivalents
3. Placement and 6 month retention in post-secondary education or advanced training, or placement and retention in military service, employment, or qualified apprenticeships

Performance Indicators for 19 through 21-year-old Youth:

4. Entry into unsubsidized employment
5. Retention in unsubsidized employment 6 months after entry into the employment
6. Earnings received in unsubsidized employment 6 months after entry into the employment
7. Attainment of a recognized credential relating to achievement of educational skills, which may include attainment of a secondary school diploma or its recognized equivalent, or occupational skills, by participants who enter unsubsidized employment, or by participants who are eligible youth age 19 through 21 who enter post-secondary education, advanced training, or unsubsidized employment.

A number of the WIA performance indicators are very familiar to those funders, administrators and front line staff who have historically operated youth programs. The most notable differences in the WIA approach are the longer-term retention requirement (six months instead of three) and the focus on earnings increases. In addition, a customer satisfaction indicator of performance assesses the satisfaction of employers *and* participants served under the WIA Youth Title.

Meeting the 6 month retention requirement

Programs operating under the Job Training Partnership Act (WIA's predecessor) were accustomed to achieving positive "entries into employment" for young people and "hoping " that they were still employed ninety days later. This expectation, while probably overly optimistic in the past, is even more unrealistic with the advent of WIA's six-month measure.

To stay in contact with a young person for six months after exit, the developers of this Toolkit believe a program must use a deliberate strategy of post employment interventions. If the young person does not see value in continuing this contact, a sustained relationship is highly unlikely. The Income Growth Strategy helps achieve performance on this measure by using a series of ongoing, just-in-time interventions where caring program staff stay actively engaged with the young person once he or she is on the job (or enrolls in an apprenticeship program, the military, etc.).

Specifically, youth programs that adopt an income growth strategy will be in regular, recurring contact with their participants. In addition to providing timely assistance and advice to these young people, they will have a detailed knowledge of their experience, including how they are doing on the job, and/or problems they are encountering that could jeopardize continued employment. This enables the program to readily determine when it might be necessary to quickly assist someone in getting back on track, even if it means back into the labor force with a different employer.

Meeting the earnings increase requirement

The Income Growth Strategy, whose primary goal is earnings increase, coincides completely with this measure. The strategy revolves around continuing to work with young people once they are on the job so that a worker will be more likely to deliver the right assistance at the right time to achieve wage increases. Among the many ways this assistance can be provided are:

- Help in negotiating incremental increases with the employer
- Providing On-The-Job (OJT) training funds so the participant develops skills valued by their specific employer
- Assisting the employer to better define a career progression and its needed skill sets

- Obtaining release time and funding of short term skill enhancement (e.g. Microsoft Office proficiency) designed to impart new skills particularly valued by the employer
- Coordinating educational skill attainment (e.g., GED class) before or after work hours

In some cases, this strategy might help an employed youth build on skills learned and the work experience from Company A to get a higher paying job from Company B. While job-hopping should not be encouraged, it must be recognized that research shows 20% of people in the labor force change jobs in any given year. Increased work experience, new marketable skills, and a strategic approach to finding a job while employed can help some young people achieve their personal goal of increased income, while also meeting the WIA earnings increase standard.

In the past, young people who had a high need for an educational credential like a GED often dropped out of a GED preparation program prior to completion because they needed to get a job and make money right away. Under the Income Growth approach, program operators would recognize that the immediate monetary need must be met first. They would continue to work with the young person to point out that the lack of a GED limits salary increase potential, and would find an evening GED program that could fit around the participant's job. Not only is this better in the long run for the young person, but it will also be likely to maximize performance on the WIA earnings gain measure.

Meeting the customer satisfaction requirement

Implementing an Income Growth Strategy will contribute substantially to customer satisfaction. It involves frequent, ongoing contact with both the participant and the employer, and is designed to produce steady, positive incremental successes that have value to both customers. This will lead to positive customer satisfaction.

For employers, the Income Growth approach calls for a proactive strategy of ongoing contacts with employers. Because of its focus on creating a sense that the employer perceives these services as value-added, it moves customer satisfaction from the periphery to center stage. For the new worker, the enhanced focus on "wants" not just the traditional addressing of "needs", should lead to a greater degree of satisfaction by the young person.

Further, research shows that one of the leading causes of customer dissatisfaction is having unrealistic expectations that are not met. This is especially likely with young people. The Income Growth Strategy is designed to build a staff-to-youth relationship where the youth's expectations can be regularly re-set, consistent with their current realities. Again, the young person will be more likely to be satisfied with the program.

WIA Youth Program Elements

Each workforce area receiving youth funds under WIA must make all ten of the program elements available in some degree. An additional benefit of the Income Growth Strategy is that its adoption can encompass a wide range of the ten required WIA Youth Program elements.

WIA Youth Program Elements:

1. Tutoring, study skills training and instruction leading to secondary school completion, including dropout prevention strategies
2. Alternative secondary school offerings
3. Summer employment opportunities directly linked to academic and occupational learning
4. Paid and unpaid work experiences, including internships and job shadowing
5. Occupational skill training
6. Leadership development opportunities, which may include such activities as positive social behavior and soft skills, decision making, team work, and other activities
7. Supportive services
8. Adult mentoring for a duration of at least 12 months
9. Follow-up services
10. Comprehensive guidance and counseling, including drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth

While some of the WIA program elements, e.g., occupational skill training, have been widely used in traditional employment and training programs, a number of these are particularly compatible with the Income Growth Strategy. For example:

- Continuing to work with a young person once he or she has begun a job can easily fit with leadership development (**element #6**).
- Adult mentoring (**element #8**) can be of great value in keeping a young person connected to the labor market and focused on longer-term economic self-sufficiency goals.
- The income growth approach increases the chances that the required one year of follow up services (**element #9**) will be carried out in an ongoing manner, incorporating timely intervention, not merely data collection.

Here are some Special Considerations for the Business Customer...

"We are refocusing staff to go into a business prior to placing a youth, and setting up an income growth strategy with the employer ahead of time. This is about meeting the business customer's needs and identifying the natural career paths within the organization." Suzanne Blei, Coordinator, Youth Opportunity Center, FEGS

For you to develop a strategy to have business as your "satisfied" and "repeat" customer, you need to know what business knows... not try to teach business what you know. Some types of information that will be useful to assist in building this strategy are:

1. Finding out what your business customer cares about
2. Identifying how your businesses segment the labor pool
3. Recognizing what business contributes to the training development mix
4. Creating a menu of Youth Program Services that you can offer to the business

Here are some ideas from the above four areas that may assist you in developing your strategy in building business customer services.

Some issues that business leaders care about are:

- The community's economic climate to attract and retain businesses, and knowing human resource capital is the key to a successful economic development strategy.
- The tax base and the budgetary implications of having many local residents unemployed, on welfare, or underemployed.
- The effectiveness of public education and its ability to equip youth for employment
- The reductions in Federal workforce development expenditures, and the fear they will be expected to pick up the slack.

Businesses view the labor market in three segments:

1. Emerging Workforce: New workers entering the labor force and those workers re-entering the labor force after a period of absence.
2. Transitional Workforce: Workers who were recently, but no longer are, in the labor force due to economy, skill demands, etc. and workers currently in the labor force looking for a different type of career or a different employer.
3. Incumbent Workforce: Workers currently in the labor force looking to move up the career ladder within the business of employment

It is important that business leaders participate in and contribute to the development of the system so that there is:

- Representation of the business community to ensure a counterbalance between public sector initiatives and private sector practices.
- Connections to the private sector so that program services can become business solutions by addressing the issues and needs of this customer group.
- A perspective that builds upon best practices within the public sector to ensure we are doing the right things as well as doing them right.
- Up-to-date and accurate information on the private sector (the demand side of the equation) in order for the public sector to adequately prepare the workforce (the supply side of the equation).
- A focus on the business customer as not only hirers of job seekers but also as a customer that has specific needs and wants beyond the hiring function.
- A system which understands and addresses the expectations of the business customer in terms of what services are most needed, how those services should be delivered, and the ways in which they will hold us accountable.

Identify what you can offer businesses. Create a "Menu of Youth Program Services"

"Menu of Youth Program Services"

❖ Employee Recruitment/ Retention Services which includes screening, positive recruitment, and job development
❖ Employee Skills Information and Services which can include information on skills standards and skill certification, assessment of worker skills and worker training resources
❖ New Hire Training Services including pre-and post hire job readiness training, pre-employment vocational training, try-out employment, initial on-the-job training, supported work and job coaching, customized training, work experience training, and apprenticeship
❖ Post-Training Services including customized training and retraining if dissatisfied

Additional recommendations are:

- Recognize it takes a long time to establish a relationship with a business (similar to establishing a relationship with a young person).
- Talk with businesses about what they are looking for in their perspective employee.
- Identify to the business what their positive return on investment is from working with you.

How The Toolkit Was Developed

The operating premise for this Toolkit was that frontline staff from top New York City youth programs would bring their expertise to the project, and would adapt some theories on earnings increase to the reality of their young people, and their communities. In addition to the development of the written product, the work team would be trained by an expert national trainer to use the Toolkit's premise to further train their peers from across New York City. NYATEP believed that this approach could only work if we were able to identify, recruit and sustain the involvement of some of the best frontline youth workers in the City.

When we first met with the New York Community Trust's project officers, their first question was, "How would we (NYATEP) identify and attract work team members?" The process as outlined below, has been very educational and required a significant investment of time in the earliest stages. If you are interested in using a similar strategy in your community please feel free to contact either John Twomey (jtwomey@nyatep.org) or Jan Hennessy (jhennessy@nyatep.org) and we would be happy to talk to you in greater detail.

Identifying the Characteristics Team Members Must Have:

Two *essential characteristics* *were identified that prospective team members needed to* be considered for this initiative:

1. They were frontline staff who work directly with Out-of-School youth and care deeply about their success.
2. They were willing to participate in "roll-up-your sleeves" work and do a little "homework" to ensure timely production of a practitioner-based strategy.

Four *highly desired* characteristics for team members were:

1. Their agency traditionally was in contact with youth following their participation in programs, i.e., working out job-related problems, adjustment to the workplace, etc.
2. They also had a demonstrated sensitivity to the demand side (employers), i.e., have experience speaking to businesses to ensure youth are meeting the business's needs once they are working.
3. They have used an on-the-job training model through an employer rather than exclusively relying on in-house or classroom style training.
4. Their agencies had a history of youth participating in work-based training programs.

Our goal was to get a good mix of the above, recognizing it was highly unlikely that any one person would have all of these characteristics.

Development of Potential Team Member List:

The first step in developing the potential list was to contact a number of respected individuals NYATEP has worked with in New York City to ask their recommendations of who would be ideal team members based on the above criteria. These individuals ran the gamut from CBOs and direct service providers; USDOL's Youth Office; former PEPNET director and head of the Youth Employment Coalition in the City; the Out of School Youth Task Force- through the Department Of Employment; NYC School-To-Work Alliance; and the New York Community Trust. A matrix was developed with their recommendations, indicating organizations, supervisor/influential, frontline workers, who made the recommendations, and where geographically the agencies were located in the city. As much as possible with such a small group, we looked for geographic balance. We were also encouraged to see that a number of suggested names came with multiple recommendations.

Based on this information, we were able to narrow the list to twelve possible team members. Twelve is a workable number for this type of effort; ten is a minimum number we actively sought to recruit.

Contacting The Organization:

Another essential element to ensure the success of this project is that each team member had to commit to participate throughout the entire project (six days over a six month period). For that commitment to be honored, we felt it important to contact the director of the recommended organizations to obtain their complete buy-in. In effect, we were asking them to give 6 days release time to their "best" frontline worker. Our approach to the director was to: introduce ourselves; outline the project; and convey the benefit of participation for the team members and the value to the participating organization. Initially we did this through a phone call and followed with a short written briefing.

Once the director was on board, they identified a lead staff person who would participate. Each director was invited to attend during the morning of the first meeting, to receive an overview of the project and the proposed income growth strategy. We were more successful in this targeted recruitment than we probably had a right to expect. It took some persistence and personal contacts but only one agency that we really hoped would participate declined. In fact, a number of the directors were very enthusiastic and said that because of changes in federal law retention and earnings increase have become one of the system's highest priorities.

The Developmental Process:

A facilitator, with expertise in income growth strategies, (Kip Stottlemyer) and a writer (Debbie Greene) guided this process through a series of workgroup

meetings and incorporated input and feedback from the workgroup on a continuous basis over a six-month period. The facilitator at one time in his career was employed as a frontline youth worker. He has become a trainer of national repute on a wide range of youth issues, and has been an on-site consultant in many areas across New York State and the rest of the country. He brought to this process real world knowledge of how successful youth programs operate, as well as thoughtful consideration of research literature on workforce retention and post-employment strategies. The ideal facilitator for this type of product has both content and process knowledge.

The writer has performed this role on several previous NYATEP Toolkit products. The writer attended all work team meetings and incorporated meeting notes into a series of increasingly refined drafts. NYATEP has produced Toolkits with and without a writer's services. Our advice to you is that, if possible, rely on an outside writer. A good product can also be obtained in a pure volunteer effort, but it takes a lot longer, and you run the risk of bogging down.

Jan Hennessy and John Twomey of NYATEP did the editing. Jan is NYATEP's Director of Youth Programs, a position she has held for over six years. Prior to her tenure at NYATEP, Ms. Hennessy provided technical assistance to local providers throughout New York State for the Governor's School and Business Alliance. Mr. Twomey has been the Executive Director of NYATEP since 1987. Prior to his tenure there, John was the Assistant Director of the Northwest Bronx Community and Clergy Coalition's Youth Development Program for many years. Kim Morawski, assisted in the graphic designs and layout. Kim has successfully completed Hudson Valley Community College while working part-time at NYATEP and is now continuing her education at SUNY Oneonta.

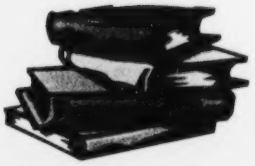
We hope that you found this Toolkit useful, and wish you luck in your work with the young people in your community. They are our future.

Other Resources

USEFUL WEBSITES:

- American Youth Policy Forum
  www.aypf.org
- National School-To-Work Office
  www.stw.ed.gov
- National Youth Development Information Center
  www.nydic.org
- National Youth Employment Coalition
  www.nyec.org
- NY Association of Training and Employment Professionals
  www.nyatep.org
- Public Private Ventures
  www.ppv.org
- USDOL – Workforce Investment Act
  www.usworkforce.org
- The Welfare Information Network
  www.welfareinfo.org/sites.htm
- Workforce Development in NYS
  www.wdsny.org

USEFUL REPORTS/RESOURCES:



A Generation of Challenge: Pathways to Success for Urban Youth

This document contains a compilation of articles concerning Out-of-School youth. Sar Levitan Center for Social Policy Studies, Institute for Policy Studies, the Johns Hopkins University, Wyman Park Building, 3400 North Charles Street, Baltimore, Maryland 21218-2696 ($8.00)

America's Education Challenge: Helping All Students Meet High Standards

The report examines America's alarming high school dropout rates. It provides an approach to bringing Out-of-School youth back to the system.
National Center on Education and the Economy, Workforce Development Program, 700 Eleventh Street, NW, Suite 750, Washington, DC 20001 (202) 783-3668 ($12.00)

Closing The Gap: How Sectoral Workforce Development Programs Benefit The Working Poor, SEDLP Research Report #2

A new study on six sectoral employment programs finds that trainees made significant strides in the labor market, report higher annual earnings and earnings per hour, higher employment rates, increased hours of work and improved job quality and job satisfaction.
The Aspen Institute, 1 Dupont Circle, NW, Suite 700, Washington, DC (202) 736-1071 www.aspeninst.org/eop/eop_sedlp.html

The Forgotten Half Revisited: American Youth and Young Families, 1988-2008

A ten year update which includes essays and latest data on employment, youth and community development, school reform, higher education, etc.
American Youth Policy Forum, 18136 Jefferson Place, NW, Washington, DC 20036-2505 (202) 775-9731 ($15.00)

Getting In, Staying On, Moving Up: A Practitioners' Approach To Employment Retention

This report examines the principles that underlie the success of the Vocational Foundation, Inc. in helping young New Yorkers find and keep jobs through training and two years of job retention and advancement support.
Public/Private Ventures, Communications Department, 2005 Market Street, Suite 200, Philadelphia, PA 19103 ($10.00)

Some Things DO Make A Difference For Youth: A Compendium of Evaluations of Youth Programs and Practices

This guide summarizes 69 evaluations of youth interventions involving mentoring, employment and training, education and youth development for policy makers and program practitioners as they develop strategies affecting services and support for youth.

American Youth Policy Forum, 1836 Jefferson Place, NW, Washington, DC 20036-2505 (202) 775-9731 ($10.00)

States of Change

This report addresses the challenges of steady work and better jobs; improving the odds for low-wage workers; effecting state policy; and elements of retention and advancement.

Public/Private Ventures, The Chanin Building, 122 East 42nd Street, 41st Floor, New York, New York 10168 (212) 822-2400

Working To Learn: Skills Development Under Work First

This report provides the experience of nonprofit organizations, public agencies, community colleges and employers who have been able to meet Work First requirements and sets out the organizational strategies and operating principles of these programs.

Public/Private Ventures, Communications Department, 2005 Market Street, Suite 200, Philadelphia, PA 19103

Appendix A

Income Growth Strategy Work Team

Marlon Guerrero	Alianza Dominicana
Suzanne Blei	FEGS
Miguel Almodovar	FEGS
Pablo Tejeda	Grand Street Settlement
Asim Bomani	LaGuardia Community College
Adjoa Gzifa	LaGuardia Community College
Sister Mary Franciscus	Opportunities for a Better Tomorrow
Mary Ann Garafalo	Opportunities for a Better Tomorrow
Margaret Aylward	Pius XII Youth and Family Services
Marquita Dorsey	Safe Space
Fred LaForey	Wildcat Service Corporation
Yaniyah Pearson	Youth Build

Youth Income Growth Strategy
Service Intervention Matrix

Appendix B

Topic	Self-Help	One-on-One	Group	Business/Community
Grooming ♦ Physical appearance ♦ What to wear to work? ♦ Personal hygiene	Brochures: *-Dress Like a Professional on a Budget* *-Grooming Tips*	Model behavior Have a consultant available	Workshop: *-Dress for Success*	Hand out written dress codes/policies
Transportation ♦ Car ♦ Gas ♦ Backup transportation ♦ Car breaks down ♦ How to get a ride or find a way to work	Bus schedules; cabs List of transportation options (laminated, wallet-size) Commuter ride Getting a drivers license Brochure: *- How to develop a transportation support plan*	Hand out Metro cards daily (added benefit: you get to see them every day)	Information sessions: *-Transportation companies* *-How to buy a car* *-How to get credit to buy a car* *-How to find a mechanic*	Carpool sign-ups
Orientation at the New Job - what to expect ♦ Tax forms ♦ EIC forms	Get a mentor Wallet-size card of important phone numbers (e.g., at work, child care) Info sheet on tax , EITC Brochures: *-Here's What You Need to Know Your First Week of Work* *-What is Medicaid* *-Benefits*	Go over benefits package Individualized checklist (things you need to get done to get through the day) - compiled with the employer Job coaching	Role playing	Supervisory training for businesses Brochure: *-What Your Employee Needs to Know*
Culture Shock ♦ Learning new things ♦ Understanding organizational culture ♦ Language barriers ♦ Afraid to ask questions ♦ Job has lost its attraction ♦ Negative peer influences (friends or coworkers)	Put your work clothes in a gym bag so your friends don't see you dressed for work, and change when you get to work	Mail a congrats kit	Peer mentoring Support group run by certified social worker Workshops: *-Do's and don'ts* *-Asking questions* *-Examining assumptions*	Discuss flexible or rotating work schedules with manager Follow up with supervisor regularly

Topic	Self-Help	One-on-One	Group	Business/Community
Meal breaks on the job ♦ What ♦ Where ♦ Who ♦ Costs	Brown bag lunch	Lunch with mentor	Nutrition classes	Specify length of meal break Provide close lunch establishments
Time Management ♦ Planning ahead ♦ Getting to work on time (how much time does it take to get to work?) ♦ Morning planning (diaper bags, back packs, lunches, clothing) ♦ Scheduling personal time ♦ School problems (i.e. kids to school on time) ♦ Self and family ♦ Shift work ♦ Appointments (medical, court, support) ♦ Buying convenience food ♦ Budgeting and running a household ♦ Managing basic work tasks ♦ On the job training	Calendar planner with tips Mock schedule of trip to work Using a daily planner	Help to develop a plan for the day, week, month	At the end of job readiness training, hand out alarm clocks or watches Workshops: *-Living a "plan-ahead" lifestyle* *Structure in your life* *-Timing and managing the cost of doing laundry*	Ask business to provide a schedule for a week or two Encourage flexibility between workers
Growing on the Job ♦ Behavior (interaction/ demeanor) ♦ Quality of work (writing, spelling, typing) ♦ Professionalism ♦ Understanding rules (time cards, schedules, sick leave) ♦ Conflict management ♦ Attitude adjustment ♦ Citizenship / legality issues ♦ Relating to coworkers	FOR THIS SECTION ASK YOUR YOUTH, PARTNERS, PEERS FOR THEIR IDEAS.....			

Topic	Self-Help	One-on-One	Group	Business/Community
Money Management ♦ Work-related expenses ♦ What to do before you get your first paycheck ♦ Understanding and surviving your paycheck ♦ Transition from public assistance (as applicable) ♦ Check cashing ♦ Advancement / Getting a raise ♦ Credit cards	Budgeting sheets Brochures: *-What to Do with Your First Paycheck* *-How to Request Payment Arrangements from Creditors* *-Who the heck is FICA and why is he getting all my money?* *-Bank accounts and cashing services* *-How to spend my first paycheck* *-Where does all the money go?* *-The Truth About Credit Cards* *-Your Credit Report*	Listen Coach through how to make a call to a creditor Talk about whether the paycheck will cover expenses Where and how to cash your first paycheck Opening a bank account Learn/explain when, how and why raises or promotions happen Review/negotiate credit card terms	Bank field trips Money management Workshop: *-How to get by until your first paycheck* *-Tips on how to survive on your first paycheck* *-Workshops at bank* *-Reading the fine print* *-Credit records*	Find out what new employees need and when they will be paid How to pay your employee a dollar more an hour - Advanced EITC Banking and direct deposit advantages Partnering with banks to let program participants open accounts Encourage employer to give smaller increases over shorter time Brochure: *- Before You Fire, Call Me First*
Personal/Social Skills ♦ Following directions on the job ♦ Political savvy ♦ Lack of social skills ♦ Basic civility skills ♦ Scared! - New job, New people ♦ Handling change ♦ Nervous, insecure, lack of information ♦ Handling stress ♦ Correct language and grammar skills ♦ Networking at work ♦ Making mistakes at work ♦ Goofing off at work ♦ Keeping your job long-term: what makes you happy?	Motivational tapes "Straight Talk" series of Brochures: *-Word of the Week* *-Three Phases to Sound Sharp* *-What to do when you make a mistake at work* *-Accepting criticism from authority*	Role playing Mentoring	Review work policies Workshops on... *-Difficult people, e.g., what to do if your boss doesn't have good people skills* *-Manners* *-Being on time* *-Business lingo* *-Networking* *-Self-esteem*	Review work policies Follow up with supervisor regularly Workshops: *-Networking* *-Self-esteem*

Topic	Self-Help	One-on-One	Group	Business/Community
Job Issues/Concerns ♦ Unrealistic expectations ♦ Being able to make daily decisions ♦ Tardiness ♦ No call, no show ♦ Being responsible for your self and your own actions ♦ Learning the rules, how to ask ♦ Calling in repeatedly ♦ Having to show up every day ♦ Political savvy ♦ Kids/parents getting sick ♦ Pregnancy ♦ Taking responsibility for job expectations ♦ On-the-job conflict ♦ Maintaining skills ♦ Boredom ♦ Team player ♦ Insufficient hours ♦ Taking Stock: how are things going? ♦ Improving job skills (math, spelling, etc.) ♦ Educational advancement ♦ Job advancement ♦ From temporary to permanent status ♦ Asking for a Raise ♦ 6-Month Evaluation ♦ 1-year performance evaluation ♦ Career vs. Job	Get a mentor Articles on conflict management Computer/Technology refreshers GED tutorials Cheat sheets: "When this happens, do this" Community referrals Tapes To-do lists Library handouts on GED Community resource listings College brochures Literature Brochures: *-Finding Good Role Models at Work* *-Keeping This Job Till You Find a New One* *-When are you really sick?* *-Don't Quit*	Be available Very literally, walk through what they are supposed to do, when, and how Counseling Creating a plan Revisit, reinforce backup plans, legitimate reasons to miss work Separating job criticism from personal criticism Discuss skill/educational advancement Advise to use community resources Role playing	Straight talk about work, with former first-time jobseekers Strategies for taking criticism Time management workshops Workshop: *-How to get more hours* *-Financial Aid* *-Taking advantage of learning opportunities* *-What it means to go from temporary to permanent status* *-How to survive your 6-month evaluation*	Offer to facilitate problems Job Fairs with company representatives Employer training Benefits of remedial training for the employer Packet on employment benefits Upward mobility Brochure: *- Before You Fire, Call Me First*

Topic	Self-Help	One-on-One	Group	Business/Community
Support System ♦ Family ♦ Friends ♦ Community ♦ Finding/arranging ♦ Costs ♦ Irregular hours ♦ Quality ♦ Backup care ♦ Sick child care ♦ Child care problems ♦ Elder care problems	Emergency phone list Brochures: *-Stress Management* *-Yoga; Exercise* *- Taking a Time Out* *-Community Resources* *-How to Prepare Children for Day Care* *-How to Develop Backup Plans* -Checklist: *How to Select a Child Care Provider*	Counseling Creating a plan Community referrals Networking Discuss personal issues and convenience of provider	Self-help groups Single parent groups Community events Faith-based organizations PTA College Hold a child care conference	Encourage stable schedules Encourage on-site child care
Family Issues ♦ Family sabotage ♦ Family crisis ♦ Healthy living/eating ♦ Court fines ♦ Managing bills	Brochures: *-What to do when your family holds you back* *-How to cut the apron strings*	Mental health resources Mentoring with former participant Review financial arrangements	Nutrition classes Parenting classes Budgeting classes	
Transition from Public Assistance (as applicable)	Brochures, literature			
Miscellaneous ♦ Legal Issues ♦ Pregnancy ♦ Sexual harassments ♦ Assessing/Addressing substance abuse ♦ Housing ♦ Developing your aspirations	FOR THIS SECTION ASK YOUR YOUTH, PARTNERS, PEERS FOR THEIR IDEAS...			

The New York Association of Training and Employment Professionals, Inc. (NYATEP) is a membership organization that represents the 33 Workforce Investment Areas who administer the federal Workforce Investment Act (WIA) programs throughout New York State. With paid staff in Albany, NYATEP advocates for the concerns of the local workforce development system at the State and national levels and with the various New York State agencies involved in the administration of workforce investment programs. NYATEP is the only organization of its kind in New York State that tracks the broad spectrum of workforce development legislation and policy, and relays to its' members the impact these will have on their programs.

NYATEP receives a Technical Assistance Grant from the New York State Department of Labor to provide information, analysis, and technical assistance to Local Workforce Investment Systems.

NYATEP's Products Includes:

Information: NYATEP acquires, interprets, and distributes to its members the most up-to-date information on Workforce Investment Act implementation. NYATEP's goal is to inform the local workforce system so it can deliver world class workforce development activities.

Advocacy: Promoting the interests of the local workforce investment system is NYATEP's top priority. Advocacy is conducted with State and Federal workforce investment oversight agencies, and policymakers.

Training and Technical Assistance: NYATEP considers training and technical assistance to workforce investment administrators and practitioners crucial to the success of New York State's efforts in meeting the challenges of preparing the workforce of the future.

NYATEP annually cosponsors a **Fall Conference** and a **Spring Workforce Conference** with the New York State Department of Labor, USDOL, SUNY, and the New York State Education Department. These conferences are attended by a wide range of over 500 workforce investment professionals, including NYATEP members, representatives from the State agencies involved in workforce preparation, representatives of community based organizations, vocational schools, community colleges, and others interested in workforce development. NYATEP also sponsors subject-specific **Academies** focusing on new and emerging initiatives of importance to New York's workforce investment system. Recent Academies have focused on Youth Development, One Stop Career Centers, and Welfare-To-Work.

In addition, NYATEP sponsors one-day training sessions on emerging workforce trends, across New York State, as well as providing expert trainers to local workforce systems. NYATEP staff have expertise on a wide range of workforce issues, and often make presentations to key local stakeholder groups.

NYATEP VISION

"Building the highest quality workforce development system in this state so that every New Yorker, including businesses and job seekers, is guaranteed access to the best services available anywhere"